Welcome to Parks College at Saint Louis University!

We are pleased to welcome you to the Parks College of Engineering, Aviation and Technology community. The Academic Advising Office is here to help you throughout your undergraduate education. We are excited to begin the new academic year with you.

Parks College Academic Advising goes far beyond course selection. Academic Advisors are highly trained Masters-level professionals who will meet with you individually, get to know your interests and goals, and help you develop into the college student and professional you want to become. Advisors can provide you with important tools for academic success and connect you to a wealth of resources at Saint Louis University. Your Academic Advisor is here for you, whether you have a question or concern, or just want to share your good news with us. We love to hear about the great things Parks College students are doing!

This handbook will provide you with the important information Parks College students need to know. I hope you will bring this to your Academic Advising appointments and use it to hold your important academic documents. You can use it to locate information about university policies and procedures, campus resources and registration information. You will also find helpful information about time management and math study skills. Please take the time to read through this handbook in its entirety and become familiar with its contents.

Thank you for choosing Parks College and Saint Louis University. We look forward to getting to know you! Go Billikens!

Best Wishes,

Jennifer Masiulis
Academic Services Manager
# YOUR ACADEMIC ADVISORS & FACULTY MENTORS

## Parks College Academic Advisors

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Masiulis</td>
<td>Academic Services Manager</td>
<td>(314) 977-8225</td>
<td><a href="mailto:masiulis@slu.edu">masiulis@slu.edu</a></td>
</tr>
<tr>
<td>Nancy Childrey</td>
<td>Academic Advisor</td>
<td>(314) 977-8234</td>
<td><a href="mailto:sheen@slu.edu">sheen@slu.edu</a></td>
</tr>
<tr>
<td>Summer Mattina</td>
<td>Academic Advisor</td>
<td>(314) 977-5494</td>
<td><a href="mailto:summerking@slu.edu">summerking@slu.edu</a></td>
</tr>
<tr>
<td>Lauren Tancock</td>
<td>Academic Advisor</td>
<td>(314) 977-2517</td>
<td><a href="mailto:tancock@slu.edu">tancock@slu.edu</a></td>
</tr>
</tbody>
</table>

Last names A - Ga | Last names Gb - M | Last names N - Z

### Secondary Academic Advisors

<table>
<thead>
<tr>
<th>Program:</th>
<th>Advisor:</th>
<th>Phone:</th>
<th>Email:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Faculty Mentors

<table>
<thead>
<tr>
<th>Program:</th>
<th>Dept:</th>
<th>Mentor:</th>
<th>Phone:</th>
<th>Email:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Scheduling an Appointment with Your Parks College Academic Advisor

Scheduling appointments with your academic advisor is quick and simple! Log into your mySLU account and go to the Tools tab. Click on the icon titled “SLU Appointments”. Select Academic Advising from the option list and click on “Make Appointment”. Then select a time frame that works for you and leave your information and reason for scheduling an appointment. A screen will appear that confirms the date and time of your appointment.

**How to Identify Your Advisors & Mentors**

Log into Banner Self Service → Student Menu → Student Records → View Student Information → Select Current Term → Submit → Go to All Advisor Listing

*If no names are returned, please see the Secretary for your Department.
Email Etiquette

Email is SLU’s primary method for communicating with students. You will receive important information via email from faculty, advisors and administrators. Students are required to use their SLU email account when emailing advisors. Please follow the email guidelines below when corresponding with faculty and staff.

1) Provide your full name and Banner ID.
2) Be brief. Save lengthy explanations for face-to-face meetings or phone calls.
3) Include important information such as dates, course name, CRN, section number, etc.
4) DO NOT TYPE IN ALL CAPITAL LETTERS. do not type in all lower case letters.
5) Use proper English grammar and punctuation. Use full words, not text message abbreviations or language.
6) Save important email correspondence as documentation of conversations.

Academic Advisor Meeting Check List

- Discuss core degree requirements, courses for upcoming registration, and course prerequisites
- Should you pursue a second major or minor in another subject that interests you, or just take a few courses in that area?
- How can you fit all the courses you would like to take and are required to take into four years?
- Are there courses you might like to take off-campus next summer?
- Is there anything keeping you from performing to your best ability in your classes? How can you improve?

Faculty Mentor Meeting Check List

- Discuss Major/Minor Requirements, courses for upcoming registration, and course prerequisites
- Will a second major or minor complement your degree or academic interests?
- What can you do with this degree when you graduate?
- What type of research and/or internship opportunities match with your interests and would be beneficial for you to pursue?
- What courses should you take during a semester abroad and upon your return?
- How should you prepare for graduate school?
# Parks College Undergraduate Academic Advising Handbook 2015-2016

## TABLE OF CONTENTS

- Welcome Letter ................................................................. 1
- Your Academic Advisors & Faculty Mentors .......................... 2
- Meeting Checklists ............................................................ 3
- SLU Mission Statement ....................................................... 5
- Academic Advising Goals .................................................. 6
- Student Learning Outcomes ............................................... 7
- Academic Advising Expectations ........................................ 9
- How College Differs from High School ............................... 10
- Recommended Computer Specs ......................................... 11
- SLU Appointments ................................................................ 12
- If You Miss an Appointment ............................................... 13
- Special Academic Categories ............................................. 14
- Parks College Core Curriculum .......................................... 15
- Cultural Diversity .............................................................. 16
- Math Minors for Engineering Majors ................................... 17
- Course Registration: My Class is Closed. Now What Do I Do? 18
- Course Registration: Dropping a Class ................................ 19
- Academic Success Strategies ............................................. 20
- Scheduling Study Time ...................................................... 21
- Five Day Study Plan ........................................................... 23
- Success in Math ................................................................. 25
- Four Year Career Plan ....................................................... 30
- Parks College Student Organizations ................................. 32
- Academic Success Resources ............................................ 33
- Other Important Resources ................................................ 34
- Parks College Directory ..................................................... 36
SAINT LOUIS UNIVERSITY MISSION STATEMENT

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

Five Dimensions of the Saint Louis University Experience
Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values.

Scholarship and Knowledge
By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication
By developing the abilities of intellectual inquiry and communication, students are able to learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building
By welcoming and working with others, regardless of race, ethnicity, religion, or gender, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service
By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values
By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.
Parks College of Engineering, Aviation and Technology

Rooted in the Catholic Jesuit values of Saint Louis University, the mission of Parks College of Engineering, Aviation, and Technology is to form technically proficient and socially responsible engineering and aviation innovators and leaders for the world.

Academic Advising Office
In Parks College, Academic Advisors work collaboratively with Faculty Mentors to support students’ academic performance. Academic Advisors provide individualized educational planning and encourage strategies for academic and continuing success. Academic Advising promotes the holistic growth of students across the Five Dimensions, respectful of their individual goals. Our integrated program works collaboratively with the University community in support of students’ overall success.

Goals of Advising at SLU
Academic Advising is central to a student’s educational experience at Saint Louis University. The goals of academic advising are to:

- Guide students in their understanding of academic requirements
- Nurture intellectual growth and self-awareness
- Co-create a culture of academic honesty and integrity
- Encourage goal creation and development

What is an Academic Advisor?
Parks College Academic Advisors assist with curriculum development and planning; refer to resources for academic and career success; and identify academic policies and procedures as they relate to the Jesuit model of education. Parks College students will have an academic advisor throughout their undergraduate career entire time at Saint Louis University.

What is a Faculty Mentor?
Parks College students will have a Faculty Mentor for each major, minor and special program. Parks College Faculty Mentors help students explore their academic and career goals; recommend courses of study and experiences in pursuit of these goals; assist in planning for internships, co-ops and volunteer activities; and consider the role of the Five Dimensions in preparing students for life and the world of work.
In addition to the goals of the Advising Model, learning outcomes have been established for students. Below you will find a table of the learning outcomes along with the resources to assist you in achieving them. Websites and contact information for each resource can be found in the back of this handbook.

**Your First Year**

<table>
<thead>
<tr>
<th>Outcome (Students will...)</th>
<th>Resource (...by using...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access information about campus resources.</td>
<td>• SLU Website</td>
</tr>
<tr>
<td>Identify their academic advisor and faculty mentor.</td>
<td>• Banner Self-Service</td>
</tr>
<tr>
<td></td>
<td>• Instructions in front of handbook</td>
</tr>
<tr>
<td>Identify information about degree requirements.</td>
<td>• University Academic Catalog</td>
</tr>
<tr>
<td></td>
<td>• Flow Sheet</td>
</tr>
<tr>
<td>Understand prerequisites and course sequences.</td>
<td>• Banner Course Descriptions</td>
</tr>
<tr>
<td></td>
<td>• Flow Sheet</td>
</tr>
<tr>
<td>Know how to access information about academic programs.</td>
<td>• University Academic Catalog</td>
</tr>
<tr>
<td></td>
<td>• Department Websites</td>
</tr>
<tr>
<td>Understand registration policies and procedures.</td>
<td>• University Academic Catalog</td>
</tr>
<tr>
<td></td>
<td>• Registrar's Website</td>
</tr>
<tr>
<td></td>
<td>• Academic Advising Office MDH 1004</td>
</tr>
<tr>
<td>Register for classes using Banner Self-Service.</td>
<td>• Registrar's Website</td>
</tr>
<tr>
<td></td>
<td>• Advising Handbook</td>
</tr>
<tr>
<td>Calculate a SLU semester and cumulative grade point average.</td>
<td>• Student Success Center Website</td>
</tr>
<tr>
<td>Locate and use the Academic Calendar and the Undergraduate Catalog.</td>
<td>• Registrar's Website</td>
</tr>
<tr>
<td>Identify information about the Jesuit model of education/the Five Dimensions.</td>
<td>• Jesuit Mission Website</td>
</tr>
</tbody>
</table>

**What is a Flow Sheet?**
A flow sheet represents the suggested order of completion of degree requirements. Students should keep a copy and use it to keep track of their progress through the degree requirements. If you do not have a flow sheet for your degree program, ask your Department Administrative Secretary, Faculty Mentor, or Academic Advisor for a copy. Some program flow sheets are available at [http://parks.slu.edu](http://parks.slu.edu).
### Your Second Year

<table>
<thead>
<tr>
<th>Outcome (Students will…)</th>
<th>Resource (…by using…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand degree requirements.</td>
<td>Discuss degree requirements with faculty mentor and academic advisor. Ask why certain requirements are important.</td>
</tr>
<tr>
<td>Work effectively with a faculty mentor to review their academic progress in an intended or declared academic program.</td>
<td>University Academic Catalog, Flow Sheet</td>
</tr>
<tr>
<td>Develop attainable academic goals.</td>
<td>Discuss ideas with your Faculty Mentor and Academic Advisor to clarify your goals and identify strategies for reaching those goals.</td>
</tr>
<tr>
<td>Utilize Banner Self-Service to run a Degree Evaluation.</td>
<td>Registrar’s Website, Banner Self-Service</td>
</tr>
<tr>
<td>Understand appropriate formal academic processes.</td>
<td>University Academic Catalog, Registrar’s Website, Academic Advising Office MDH1004</td>
</tr>
<tr>
<td>Identify internship, practicum and undergraduate research opportunities.</td>
<td>Faculty Mentor, Career Services Website, Academic Department Chair/Mentor, Email announcements</td>
</tr>
</tbody>
</table>

### Your Third and Fourth Years

<table>
<thead>
<tr>
<th>Outcome (Students will…)</th>
<th>Resource (…by using…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate elements of the Jesuit model of education and the Five Dimensions of the SLU experience into curriculum development and planning.</td>
<td>Jesuit Mission Website, Academic Advisor</td>
</tr>
<tr>
<td>Understand the application for the degree conferral process.</td>
<td>Registrar’s Website, Banner Self-Service, Commencement Website, Academic Advising Office MDH 1004</td>
</tr>
<tr>
<td>Access information about post-graduation employment opportunities, and/or professional school and graduate school opportunities.</td>
<td>Handshake database, Career Services Website under Graduate School Assistance</td>
</tr>
<tr>
<td>Understand Commencement and the degree award process.</td>
<td>Registrar’s Website, Commencement Website, Academic Advising Office MDH 1004</td>
</tr>
</tbody>
</table>
At Saint Louis University, it is our expectation that our students will be successful. Students will work closely with their Faculty Mentors in addition to working with their Academic Advisor to establish their education plan. Ongoing interaction and communication between students and their Academic Advisor and Faculty Mentors is essential for academic success.

A STUDENT WILL...
- Seek to become acquainted with the academic structure of the University and College
- Become knowledgeable about academic programs, policies, and procedures
- Clarify personal values and goals and provide advisor with accurate information regarding academic interests and abilities
- Utilize available University resources and services
- Ask questions if he or she does not understand an issue or has a specific concern
- Keep a personal record of his or her progress toward meeting academic goals
- Meet the advisor at appropriate times and attend advising appointments prepared to assume responsibility for degree planning
- Have a respectful and positive attitude toward the advising process
- Accept responsibility for decisions and actions (or inactions) that affect educational progress and goals

AN ACADEMIC ADVISOR WILL...
- Protect and secure the integrity of the SLU degree by upholding University and departmental policies and requirements
- Understand and effectively communicate the curriculum, policies, procedures and graduation requirements
- Be available, approachable, personable, and demonstrate concern and care for an advisee
- Provide helpful, appropriate and responsive advisement
- Assist students in working closely with their faculty mentors and professors
- Make appropriate referrals within the University
- Encourage advisees to develop skills that will lead to self-responsibility
- Maintain confidentiality (will not discuss issues with parents and non-University persons without the student’s written permission)
<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.</td>
<td>You must balance your responsibilities and set priorities. You will face moral and ethical decisions you have never faced before.</td>
</tr>
<tr>
<td>You are not responsible for knowing what it takes to graduate.</td>
<td>Graduation requirements are complex, and may differ from year to year. You are expected to know those that apply to you.</td>
</tr>
<tr>
<td>You will usually be told what to do and corrected if your behavior is out of line.</td>
<td>You are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.</td>
</tr>
<tr>
<td>You seldom need to read anything more than once, and sometimes listening in class is enough.</td>
<td>You need to review class notes and text material on a daily basis.</td>
</tr>
<tr>
<td>You are expected to read short assignments that are then discussed, and often re-taught, in class.</td>
<td>You are assigned substantial amounts of reading and writing which may not be directly addressed in class but will most likely be on exams.</td>
</tr>
<tr>
<td>You will usually be told in class what you need to learn from assigned readings.</td>
<td>It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.</td>
</tr>
<tr>
<td>Teachers are often available for conversation before, during, or after class.</td>
<td>Professors expect and want you to attend their scheduled office hours.</td>
</tr>
<tr>
<td>Teachers provide you with information you missed when you were absent.</td>
<td>Professors expect you to get from classmates any notes from classes you missed.</td>
</tr>
<tr>
<td>Teachers present material to help you understand the material in the textbook.</td>
<td>Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or they may expect you to relate the classes to the textbook readings.</td>
</tr>
<tr>
<td>Teachers often write information on the board to be copied in your notes.</td>
<td>Professors may lecture nonstop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.</td>
</tr>
<tr>
<td>Testing is frequent and covers small amounts of material.</td>
<td>Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.</td>
</tr>
</tbody>
</table>
Dear Student,

Research has determined that 99% of incoming students to Saint Louis University bring with them a computer and associated software. In order to realize the greatest benefit of the technology, a set of minimum recommendations have been developed to offer you a degree of continuity with the existing infrastructure and various program requirements. It is strongly recommended that you contact your department chairperson to determine the best computer configuration for your particular program.

In order to provide guidance in your selection of a computer for your Saint Louis University experience the faculty and staff of Parks College recommend the following minimum guidelines when selecting a computing platform and operating system. These recommendations are intended to serve as a college-wide minimum platform not necessarily tailored to a specific program or course. If you have questions about the usability of a particular computer feel free to ask the Chairperson of the department you are interested in joining.

<table>
<thead>
<tr>
<th>Minimum System</th>
<th>Recommended System</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type:</strong> PC</td>
<td><strong>Type:</strong> PC or MAC with Boot Camp or Parallels to run Windows Applications</td>
</tr>
<tr>
<td><strong>Form Factor:</strong> Notebook/Laptop or Tablet</td>
<td><strong>Form Factor:</strong> Notebook/Laptop or Tablet</td>
</tr>
<tr>
<td><strong>CPU:</strong> 4th Generation Core i5 – 2.7 GHz (Dual Core or Better)</td>
<td><strong>CPU:</strong> 5th Generation Core i7 – 2.7 GHz (Dual Core or Better)</td>
</tr>
<tr>
<td><strong>Operating System:</strong> Microsoft Windows 7</td>
<td><strong>Operating System:</strong> Microsoft Windows 7 or MAC OS 10.10 Yosemite</td>
</tr>
<tr>
<td><strong>Memory:</strong> 6 Gigabytes</td>
<td><strong>Memory:</strong> 8 Gigabytes</td>
</tr>
<tr>
<td><strong>Hard Drive:</strong> 500 Gigabyte</td>
<td><strong>Hard Drive:</strong> 500 Gigabyte</td>
</tr>
<tr>
<td><strong>Video:</strong> 256 MB integrated memory or Intel HD graphics</td>
<td><strong>Video:</strong> 256 MB integrated memory or Intel HD graphics</td>
</tr>
<tr>
<td><strong>Wireless Network:</strong> 802.11g or 802.11n</td>
<td><strong>Wireless Network:</strong> 802.11g or 802.11n</td>
</tr>
<tr>
<td><strong>Network Card:</strong> RJ45 (typical network connection)</td>
<td><strong>Network Card:</strong> RJ45 (typical network connection)</td>
</tr>
<tr>
<td><strong>Port:</strong> One USB 3.0</td>
<td><strong>Port:</strong> One, USB 2.0, One USB 3.0</td>
</tr>
<tr>
<td><strong>Port:</strong> One, VGA Compatible HDMI Port</td>
<td><strong>Port:</strong> One, VGA Compatible HDMI Port</td>
</tr>
</tbody>
</table>

**Example Systems**

An HP Pavilion 14t Touch with i3-5010u, 6GB of memory, and 750GB Hard Drive retail for $649 (3/3/2015)
A Dell Inspiron 15 7000 with a Core i7-5500u, 8GB of memory, and 1TB Hard Drive retails for $1,199 (3/3/2015)
A MacBook Air 13” with similar configuration retails for $1,249 (3/3/2015)

This should not be construed as an endorsement of Dell, or MAC computers but only examples of the cost of a computer with these specifications.

- The MacBook will require an adapter purchased separately to be compatible with projectors used at SLU.
- Most engineering applications will only work with a windows operating system if you decide to go with a mac you will need to install windows with either Boot Camp or Parallels for full compatibility.
- A Discrete graphic card is not needed but would be beneficial for 3D applications in Civil Engineering or Aerospace and Mechanical Engineering.

**Recommended Items**

- **Jump Drive:** 16 Gigabyte

**Optional Items**

- **Touch Screen**
- **Warranty:** Multi-year with accidental damage protection
- **Processor:** 5th i7 Quad Core
- **Memory:** 16 Gigabytes
- **Optical:** DVD +/- RW
- **Hard Drive:** 500 Gigabyte SSD for faster performance
- **Battery:** High Capacity
- **Carrying Case:** Backpack with separate padded space design for laptops
- **Office Suite:** http://www.slu.edu/x33127.xml
- **Keyboard/Mouse:** USB, 3 Button Scroll Mouse or Trackball for CAD classes
- **Power Strip:** Surge Suppressing
- **Ports:** 1394 (Firewire), Media Card Reader
- **Port:** One Express Card 34/54
- **Cable:** HDMI to VGA cable

**SLU Supplied Items**

- Antivirus, Microsoft Windows 7 Pro, Microsoft Windows 8.1 Pro

Questions regarding these recommendations may be forwarded to Professor Kyle Mitchell mitchekk@slu.edu, Professor Terrence Kelly kellytk@slu.edu, or Professor Larry Boyer boyerlg@slu.edu.
SLU Appointments is the online scheduling tool for Advising, Tutoring, Writing Center, Career Services, and more!

1. Sign in to MySLU.
2. Click on the “Tools” tab.
3. Click on the “SLU Appointments” icon.

4. Select an office from the list to schedule an appointment.

5. You may schedule an appointment by clicking on “Make Appointment”. If you need to check your appointment time or reschedule, click on “View Appt History”.
These guidelines are meant to provide students with the best opportunity to be assisted by an Academic Advisor. Late arrivals and missed appointments prevent other students from having the opportunity to meet with their Academic Advisor in a timely fashion.

CANCELATIONS:
- If you need to cancel an appointment, please do so at least 24 hours in advance.
- If you need to cancel an appointment less than 24 hours in advance, please call your Advisor directly.
- To reschedule, students should come by the Advising Office to sign up for a new appointment or reschedule directly on SLU Appointments.

MISSED APPOINTMENTS (“NO SHOWS”):
- Students who do not attend their appointment and do not contact the Advisor at least one hour in advance to cancel will be considered as a missed appointment (“no show”).
- Students arriving more than 10 minutes late will be counted as a missed appointment (“no show”).
- Students who miss two appointments will have to wait at least ten working days from the last missed appointment to see an Advisor. The day of the missed appointment is counted as Day One, so the first day the student can make an appointment will be Day Eleven.
- If the Advisor does not have an open appointment on Day Eleven, the student will have to wait until the next available opening to be seen.

EXCEPTIONS:
- If you have to miss because of an illness or unexpected emergency and you cannot give your Advisor advance notice, you will need to show proof of the situation with a note from the Student Health Center, University Counseling, medical provider or other appropriate official.
- If you have to miss an appointment due to work, you are expected to cancel within 24 hours of your appointment time.
- Other exceptions will be considered on a case-by-case basis.
In addition to the policies stated in the University Academic Catalog, some special policies and procedures apply to students enrolled in Parks College. The full catalog can be accessed on http://registrar.slu.edu.

**STUDENTS IN GOOD ACADEMIC STANDING**
Students with a cumulative grade point average of 2.00 or higher are classified as students in good standing. Such students are classified as part-time if enrolled for less than twelve hours, full-time if enrolled for between twelve and eighteen credit hours, and full-time on overload if enrolled for more than eighteen credit hours.

**STUDENTS ON SUPERVISORY STATUS**
Minimum satisfactory scholastic achievement at Parks College is represented by a 2.00 cumulative grade point average (a C average). Anyone whose current or term grade point average is below 2.00 and whose cumulative grade point average is above a 2.00 will be considered on supervisory status during the term in which they next attend Parks College.

**STUDENTS ON CONTRACT STATUS (ACADEMIC PROBATION)**
Anyone whose overall grade point average is below 2.00 will be considered on contract status (academic probation) during the term in which they next attend Parks College.

**CONDITIONS FOR ENROLLMENT**
Supervisory AND Contract conditions include:

1. Student must see their Academic Advisor prior to the third day of class of next term of enrollment.
2. Student will not hold office in any student organization during the period of supervisory.
3. Student will be restricted to no more than 15 credit hours. The academic advisor may grant exceptions to these rules.
4. After receiving mid-term grades, the student must consult with his/her advisor as to his/her academic performance. If the student fails to do so, a registration hold will be placed on the academic record.

Additionally, students on Contract status must adhere to:

5. Student will be required to sign a contract stating that he or she will decrease the credit point deficiency by a fixed amount (to be determined by Parks College) and acknowledging that failure to satisfy this contract can result in dismissal from Parks College. Parks College may grant exceptions to these rules.

The pre-registration of students on supervisory and contract status will be cancelled if the student fails to see their Academic Advisor prior to the third day of class of next term of enrollment. Students who have not registered and attended classes within the first three days of the semester may not be allowed to enroll. A registration hold will be placed on their academic record.

**DISMISSED STUDENTS**
Parks College enforces the university’s policy on academic dismissal. A student may be dismissed if he or she fails to reach a 2.0 cumulative GPA within two semesters subsequent to the assignment of probation status or reaches a grade point deficiency of more than 15 points. Any student on contract status who does not satisfy the contract he or she signed with Parks College may be dismissed. In addition, any student who fails a course three times can be dismissed from the College.

**APPEAL OPTIONS FOR DISMISSED STUDENTS**
A dismissed student may attempt to again attend Parks College by appealing to the Dean. Information regarding this appeal may be obtained from the Dean’s office.
In addition to general requirements specified by the University, all students in degree programs leading to Bachelor of Science degrees must satisfy the Parks College Core Curriculum requirements and additional requirements specified by the individual academic programs.

Individual degree programs may require specific courses in order to satisfy these requirements. It is recommended that students consult their Academic Advisor, Department Chairperson or Program Director for guidance in choosing core curriculum courses.

**Professional Orientation (minimum of 1 credit):** One course designed for incoming freshman students providing an orientation to careers in the intended field of study. Also included is a presentation of resources available to students from the department, College, and University.

**Jesuit Tradition (minimum of 12 credits):** Theology (3 Cr.); Philosophy and/or Ethics (3 Cr.); Humanistic Values (6 Cr.)

**Knowledge (minimum of 16 credits):** Science with laboratory experience (4 Cr.); Mathematics (3 Cr.); Additional experience in Science and/or Mathematics (6 Cr.)

**Communication Skills (minimum of 3 credits):** Written Communication (3 Cr.)

**Cultural Diversity (minimum of 3 credits):** Cultural diversity courses shall be chosen from the list of courses provided by the College of Arts and Sciences or in an academic semester of study at an institution where the culture is significantly different from the students’ native culture.

**Capstone Experience (minimum of 3 credits):** A senior-level sequence of courses providing opportunities for students to use their acquired and accumulated knowledge on a problem or in a setting that is representative of that found in the profession.
CULTURAL DIVERSITY

All current Parks College students must complete a minimum of one approved cultural diversity course. This requirement may simultaneously satisfy another core curriculum requirement, a requirement for a major, minor, or certificate program, or an elective course. The following is a list of approved cultural diversity courses. You may complete one course from either the Diversity in the U.S. list OR the Global Citizenship list.

3 hrs Diversity in the U.S.
AAM2000 Introduction to African American Studies
AAM2220/ARTH2220 African American Art
AAM2500 Intergroup Dialogue
AAM3220/ASTD3220 The Urban Crisis
AAM3370 Spirituals, Motown, and Hip Hop
AAM4340/PSY4240 African American Psychology
AAM4810/PHIL4820 Philosophy and Race
AAM4900 Black Women in Society
ARTH2220/AAM2220 African American Art
ASTD1000 Investigating America
ASTD3000 American Decades
ASTD3100 Making the American City
ASTD3220/AAM3220 The Urban Crisis
ASTD3900 Mixed-Race America
ASTD3020 American Mosaic - Literature and Diversity
CCJ 2250 Introduction to Corrections
CMM230/AAM250 Intergroup Dialogue
CMM3300 Intercultural Communication
CMM4320 Communication across Racial Divisions
CMM4350 Stereotyping and Bias in Mass Media
CSDI3000 Characteristics of Multicultural Populations
ENGL3560 American Ethnic Literature
ENGL3240 Female Bildungsroman Reading
HECJ2260 Race and Research Ethics
HIST3590 American Women
HIST3640 History of the American West
MLNG321 Repairing the World: Social Justice through the Lenses of the Jewish Tradition
PHIL4320 Feminism and the History of Ethics
PHIL4810/WSTD4810 Philosophy of Feminism
PHIL4820/AAM4810 Philosophy and Race
PSY2010 Ethics and Politics
PSY2050 The Politics of Black America
POLS2220 Urban Politics
POLS3130 Civil Liberties and Civil Rights
POLS3770/WSTD3775 Feminist Theory: Gender Justice
POLS3780 Disability Theory and Politics
POLS380 Structure of Poverty: Globally and Locally
POLS3330 Metropolitan Environment
PSY4330 Psychology of Oppression
PSY4340/AAM4340 African American Psychology
PUBH 3100 Public Health and Social Justice
SOC1110 Introduction to Sociology: Diversity Emphasis
SOC1500 Urban Community: Race, Class and Spatial Justice
SOC2110 Sociology of Sport
SOC3290 Native Peoples of North America
SOC3430/WSTD3430 Marriage and the Family
THR2700 U.S. Diversity in Theatre
SWRK3200 Diversity and Anti-Oppression Practice
WGST1900 Introduction to Women’s and Gender Studies
WGST333/CMMS3300 Intercultural Communication
WGST3430/SOC3430 Marriage and Family
WGST3775/POLS3770 Gender Justice
WGST4200 Psychology of Women
WGST4330/PSY4340/AAM4340 Psychology of Oppression
WGST4810/PHIL4810 Philosophy of Feminism
WGST4800/AAM4900 Black Women in Society

3 hrs Global Citizenship
ARTH2100 Art of Jerusalem and Three Faiths
ARTH2120/AAM212 Survey of Art in Africa since Pre-history
ARTH2320/AAM2320 Art of the African Diaspora
ARTH2390 Excavating Culture of 3 Faiths
ARTH3140 Islamic Art and Society
ASCI3600 Humanitarian Action
ASTD200 American Homefronts, Global Wars
ASTD2300 Americans Aboard
BIOL1340 The Diversity of Life
BIOL3280 Ethnobotany
GHLH0104 Introduction to Global Health
CMM4650 International Public Relations
EAS1090 Climate Change
ENGL3500 Literature of Post-Colonial World
ENGL3540 Literature of African Diaspora
ENGL3310 World Literary Traditions I
ENGL3320 World Literary Traditions II
ENGL3330 World Literary Traditions III
FREN4870 Exoticism: France and its "Others"
HIST3200 Africa since 1884
HIST3240 Africa since 1824
ITAL3650 All Things Trans:- Modern Italy Across Borders, Cultures, and Disciplines
MLNG2000 Cross-Cultural Preparation for Study Abroad (1 hr)
MLNG2010 Cross-Cultural Inquiry for Study Abroad (1 hr)
MLNG2020 Cross-Cultural Re-Entry from Study Abroad (1 hr)
Note: Students must take MLNG 200, 201, and 202 to fulfill Global Citizenship Requirement
MLNG3200 Israeli Culture: From the birth of Zionism to the 21st Century
MUSC1170 World Music
PHIL3420 Environmental and Ecological Ethics
PHIL3490 Jewish Life: Middle Ages to Modern Time
POLS1510 Politics of the Developing World
POLS1600 Introduction to International Politics
POLS2520 Introduction to African Politics
POLS2530 Soviet and Post-Soviet Politics
POLS2540 Ethnicity and Internal War
POLS2550 Political Systems of Sub-Saharan Africa
POLS2560 The Politics of Asia
POLS2570 Introduction to Latin American Politics
POLS2600 Introduction to International Political Economy
POLS3500 Asian Miracles
POLS3530 Comparative Revolutions
POLS3540 Latin American Social Movements
POLS3600 Problems of Globalization
POLS3650 International Relations of Africa
PSY4270 Cross-Cultural Psychology
PUBH100 Introduction to Global Health
SOC1180 World Geography
SOC1200 Introduction to Anthropology
SOC3180 Immigration
SPAN4350 Latin American Testimony
SPAN4380 Cultural Stereotypes: Latin America
SPAN4400 Strangers in a Familiar Land: Displacements in Latin America
THEO2710 Religions of the World
THEO2720 Islam Religion & Culture
WGST4860 Global and Transnational Feminism
If you enjoy Mathematics, Engineering and Physics majors will find it very feasible to earn Mathematics minor within their curriculum. Consult with your Academic Advisor to see where you can fit 1-2 additional math courses into your 4-year plan.

### AEROSPACE ENGINEERING / MECHANICAL ENGINEERING

#### Required Courses:
- MATH 1510 Calculus I
- MATH 1520 Calculus II
- MATH 2530 Calculus III
- MATH 3550 Differential Equations
- MATH 3270 Advanced Math for Engineers

#### Minor in Engineering Mathematics - Choose TWO:
- MATH 3110 Linear Algebra for Engineers
- MATH 3240 Numerical Analysis
- MATH 3600 Combinatorics
- MATH 4810 Elementary Theory of Probability
- MATH 4820 Introductory Mathematical Statistics*
- MATH 4880 Probability & Statistics for Engineers
- MATH 4310 Introduction to Complex Variables
- MATH 4320 Complex Variables II*
- MATH 4360 Geometric Topology*
- MATH 4550 Nonlinear Dynamics and Chaos
- MATH 4570 Partial Differential Equations
- MATH 4650 Cryptography

* Courses do not count as math/science elective, but will count as tech elective.

#### Minor in Mathematics – Take BOTH:
- MATH 2660 Principles of Mathematics
- MATH 3120 Introduction to Linear Algebra

### ELECTRICAL ENGINEERING / COMPUTER ENGINEERING

#### Required Courses:
- MATH 1660 Discrete Math
- MATH 1510 Calculus I
- MATH 1520 Calculus II
- MATH 2530 Calculus III
- MATH 3110 Linear Algebra
- MATH 3550 Differential Equations
- MATH 4880 Probability & Statistics

#### Minor in Engineering Mathematics - Choose ONE:
- MATH 3240 Numerical Analysis
- MATH 3600 Combinatorics
- MATH 3270 Advanced Math for Engineers
- MATH 4810 Elementary Theory of Probability
- MATH 4820 Introductory Mathematical Statistics
- MATH 4310 Introduction to Complex Variables
- MATH 4320 Complex Variables II
- MATH 4360 Geometric Topology
- MATH 4550 Nonlinear Dynamics and Chaos
- MATH 4570 Partial Differential Equations
- MATH 4650 Cryptography

#### Minor in Mathematics – Take BOTH:
- MATH 2660 Principles of Mathematics
- MATH 3120 Introduction to Linear Algebra

### BACHELOR OF SCIENCE - PHYSICS / ENGINEERING PHYSICS

#### Required Courses:
- MATH 1510 Calculus I
- MATH 1520 Calculus II
- MATH 2530 Calculus III
- MATH 3240 Numerical Analysis
- MATH 3550 Differential Equations
- MATH 3270 Advanced Math for Engineers
- MATH 4880 Probability & Statistics

#### Minor in Engineering Mathematics - COMPLETED

#### Minor in Mathematics – Take BOTH:
- MATH 2660 Principles of Mathematics
- MATH 3120 Introduction to Linear Algebra

* May substitute for the MATH 3110 requirement

### BIOMEDICAL ENGINEERING / CIVIL ENGINEERING

#### Required Courses:
- MATH 1510 Calculus I
- MATH 1520 Calculus II
- MATH 2530 Calculus III
- MATH 3550 Differential Equations
- MATH 4880 Probability & Statistics

#### Minor in Engineering Mathematics - Choose TWO:
- MATH 3110 Linear Algebra for Engineers
- MATH 3240 Numerical Analysis
- MATH 3600 Combinatorics
- MATH 3270 Advanced Math for Engineers
- MATH 4810 Elementary Theory of Probability
- MATH 4820 Introductory Mathematical Statistics
- MATH 4310 Introduction to Complex Variables
- MATH 4320 Complex Variables II
- MATH 4360 Geometric Topology
- MATH 4550 Nonlinear Dynamics and Chaos
- MATH 4570 Partial Differential Equations
- MATH 4650 Cryptography

#### Minor in Mathematics – Take BOTH:
- MATH 2660 Principles of Mathematics
- MATH 3120 Introduction to Linear Algebra
If you find that a course is closed or full, you may want to consider some of the options below to complete your class schedule.

1. **DO NOT PANIC!!!!** – Remember, it only takes one student to drop a course and the course becomes open again.

2. **CHOOSE OTHER OPTIONS** – Your Advisor and Faculty Mentor may have listed several course options on your Registration Approval Form. You may want to an option that is open at this time.

3. **EMAIL THE INSTRUCTOR** – You can also email the instructor of the closed/full course and see if he or she will give you permission to be added to the course. If approved, complete a Change of Registration Form securing your instructor's signature, and bring it to your Academic Advisor for her signature. During the add/drop period (Week 1-2) your Academic Advisor will be able to add you immediately to the course. Starting Week 3, you will submit your Change of Registration form to the Registrar's Office in Room 22, Dubourg Hall. **You cannot get into a closed/full class without the instructor’s permission. Also, note that asking the instructor does NOT guarantee a “yes” response. The decision is at the instructor’s discretion.**

4. **CHECK THE COURSE STATUS IN BANNER** – As a student drops a course, it is immediately updated in Banner. Continue to check a course status in Banner for available seats in a full/closed class. If a seat becomes available, you may register for that course online. A seat may become available if a student changes majors, drops a course, transfers to another school, or changes course sections. **You may make changes in Banner through the first week of classes.**

5. **ATTEND THE FIRST DAY OF CLASS** – You may attend the closed/full class and ask permission to be added to the course at that time. Have a Change of Registration Form completed and ready for the instructor’s signature. If the instructor agrees, bring the signed form to your Academic Advisor.

If you encounter problems in registering for a full schedule, enter in as many classes as you can, and return to Banner later to make changes. **You should not stop registering after entering only one or two classes.**
**In order to drop a class, you MUST speak with your Academic Advisor for the following reasons**

**Timing is important**
- If you drop a course during the first two weeks of the semester, the course is simply removed from your transcript.
- If you drop between the third and tenth week of class, you will receive a “W” for your grade in that class. The “W” is a permanent part of your record but does not affect your GPA.
- After the 10th week of course, you may NOT DROP a course.

**Consequences of dropping a course**
- Dropping a course may affect your Financial Aid. Check with Student Financial Services in DuBourg 121, (314) 977-2350.
- Dropping a course may affect your housing situation. For questions about on-campus housing, contact the Department of Housing and Residence Life at (314) 977-2811.
- Dropping multiple courses during your college career can indicate a negative pattern to future employers or graduate schools.
- Dropping a course that is a pre-requisite for another course may significantly put you behind in your academic program, depending on when the course is offered again.
- Dropping a course may affect your health insurance if you go below full-time status (12 hours). Check with your insurance company.
- You will be disqualified from special programs, such as the Pre-Law Scholars and Pre-Med Scholars programs, if you drop a course after the second week of class (This is when the drop is indicated as a “W” on your transcript).
- Registration priority is based on accumulated credit hours. Dropping a class reduces the number of hours you will earn for this semester and may affect your registration status.
- International students must check with the Office of International Services in Des Peres Hall before dropping a class, as dropping below 12 hours may impact their legal status.

**Benefits of dropping a course**
- Dropping a course is better than getting an “F” for your final grade. An “F” is a permanent part of your record and can drastically affect your GPA.
- If you drop a course that is extremely demanding, you will have more time to work on other courses and perhaps improve your grades in those courses.
- If you are on a scholarship or other program requiring a minimum GPA, dropping a class in which you may earn a low grade may be necessary in order to meet your GPA requirement.

**I don’t want to drop the class but I am struggling. What else can I do?**
- Have an open and honest discussion with your instructor about the course. You may be able to salvage your grade by working closely with the instructor to re-learn past information and improve your performance in the rest of the semester.
- Seek help through Tutoring and Supplemental Instruction Services. Schedule a meeting with a tutor in SLU Appointments.
- Talk to your Academic Advisor. Who can help you pinpoint the area(s) in which you are struggling, offer you information on improving study skills and time management, and refer you to additional academic resources.
- Connect with others who would be willing to work with you in a study group.
Parks College Faculty and Academic Advisors recommend that you follow the steps below, beginning with the first day of classes and throughout the semester:

1. **ATTEND CLASS REGULARLY** and, if an unavoidable absence occurs, contact the professor and make up the work quickly. Regular class attendance is the quickest path to academic success.

2. **TALK WITH OTHER STUDENTS ABOUT CLASS MATERIALS AND JOIN A STUDY GROUP.** If a study group is not established, start one and invite other students to study with you on a regular basis.

3. **TALK WITH EACH PROFESSOR EARLY IN THE SEMESTER.** Instead of trying to help a student salvage their grade at the end of the semester, a professor will be better able to assist you at the beginning of a course when there is ample time to learn the materials. Professors are also an invaluable resource for additional materials and study group contacts of which a student, on their own, might not be aware.

4. **ESTABLISH A STUDY SCHEDULE.** Similar to a class or work schedule, study schedules allot a period of time each day and a minimum number of hours each week dedicated to studying for each class. Additional study time should be included for papers, tests and class projects, etc. and be sure to include time for study groups. A planner, calendar, excel spreadsheet or other app will be useful in creating and maintaining a schedule.

5. **UTILIZE CAMPUS SERVICES** such as tutoring, writing and reading assistance, counseling, and career services. You will find details about these resources on the back of this handout. These people are paid to help you succeed and they love their jobs! Don’t hesitate to call!

6. **MASTER MATHEMATICS.** Probation and dismissal students often overestimate their math abilities. If you did not receive the minimum grade required to move into the next level math course, you should **NOT** attempt to take the higher level course. Students may need to retake College Algebra or Pre-Calculus in order to fully develop the skills and knowledge to move further ahead. It might delay graduation, but the alternative may involve continued failure in calculus, ultimately delaying graduation and putting you at risk for academic dismissal.

   - **ALEKS.com** provides testing and practice exercises at a cost of approximately $20 per month. Students complete an assessment of their math skills and the system recommends learning modules for areas needing improvement.

   Free online courses are available through websites such as Khan Academy at KhanAcademy.org and MIT’s OpenCourseWare at ocw.mit.edu. The Khan Academy provides an innovative format for learning mathematics skills and has garnered significant support for its success in helping students learn difficult concepts. MIT’s OpenCourseWare provides free video instruction, class handouts, exercises and exams for a wide range of technical courses including mathematics.

   Chegg.com offers **Chegg Study** where students can get step-by-step solutions to their textbook problems in Math, Science, Engineering, Business and more. Also, students can receive quick answers from experts and subject enthusiasts all semester long.

7. **REASsess YOUR REGISTRATION.** You will not be able to take courses for which you have not met prerequisites. These courses have prerequisites because they are important to your success in the course. If you did not meet the prerequisite grade requirement, you should meet with your Academic Advisor to discuss your registration.

Above all else, **ASK FOR HELP.** You have come to Saint Louis University to start on a path toward your life goals and every member of the faculty and staffs are here to assist you in that.
SCHEDULING STUDY TIME

**General Rule:** It takes 2-3 hours of study outside of class for each hour in class. That is at least one hour of reading and one hour of homework per credit hour per week.

<table>
<thead>
<tr>
<th>Weekly Time Commitment for 12 Credit Hours</th>
<th>Example Weekly Study Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Time</td>
<td>Mon-Fri (≈ 3.5 hrs daily)</td>
</tr>
<tr>
<td>Reading</td>
<td>Sat/Sun (≈ 4 hrs daily)</td>
</tr>
<tr>
<td>Homework</td>
<td><strong>Total Weekly</strong></td>
</tr>
<tr>
<td><strong>Regular Weekly Total</strong></td>
<td>24 Hours</td>
</tr>
<tr>
<td><strong>Test Week Total</strong></td>
<td>(Doesn’t include class time)</td>
</tr>
<tr>
<td><strong>Test Prep</strong></td>
<td><strong>Example Test Prep Week</strong></td>
</tr>
<tr>
<td><strong>18 Hours</strong></td>
<td>Mon-Fri (6 hrs daily)</td>
</tr>
<tr>
<td><strong>54+ Hours</strong></td>
<td>Sat/Sun (6 hrs daily)</td>
</tr>
</tbody>
</table>

**Example Test Prep Week**
- Mon-Fri (6 hrs daily) 30 Hours
- Sat/Sun (6 hrs daily) 12 Hours
- **Test Prep Week Total** 42 Hours

**Study Scheduling Tips**

1. Record class and lab times in appropriate day/hour blocks on a time schedule sheet.
2. Record times for meals, waking up, working out, etc.
3. Record regularly scheduled personal activities like meetings, work and athletics.
4. Record any special activities you need or want to do on a regular basis.
5. Schedule a preview time (15-30 minutes) immediately before each class whenever possible. During the preview, look at your notes in preparation for the upcoming class. If you have two or three classes in a row, preview from last to first class.
6. Schedule a review time immediately after your classes (15-30 minutes) whenever possible. Use this time to edit and summarize your notes. Look over any assignments that were given and plan when and how you will do them.
7. Schedule your intensive study/review time for each class. Try to schedule some study time each day for each class. Learning is more effectively and efficiently accomplished in shorter regular sessions than in longer irregular sessions. Also, use more of the day (i.e. morning, afternoon) for studying. Evening is often an ineffective time to study. Start your study period with the courses you like least or that you're not doing well in. Try to study the same subjects at the same time each study day.
8. Schedule a weekly review for each course at the end of the week in which you spread out all of the past week’s notes along with the reading assignments to see what you have been learning during class and study time. You can also plan the next week and determine how much reading you need to do, what projects are due, and if any tests are scheduled.
9. Keep some open day or evening time for daily physical activity. Research indicates that regular exercise will not only give you a general sense of well-being, but can reduce tension and help you accomplish tough classes, studying, and work schedules.
10. **Label** some empty blocks of time as OPEN for academic or personal needs.
11. Schedule some time during Friday, Saturday, and Sunday to play, relax, or do whatever you want to do. This is your reward for sticking to your schedule. In addition, you'll enjoy your free time more.
### 12 Credit Hour Study Schedule
With 24 hours of Studying per Week

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Wake-up/</td>
<td>Wake-up</td>
<td>Wake-up</td>
<td>Shower</td>
<td>Shower</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Class 1</td>
<td>Class 1</td>
<td>Class 1</td>
<td>Class 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Read/</td>
<td>Read/</td>
<td>Class 4</td>
<td>Call Mom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Class 2</td>
<td>Class 5</td>
<td>Class 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class 3</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
<td>Study</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1-2</td>
<td>Study in</td>
<td>Study in</td>
<td>Clean</td>
<td>Free time</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>Library</td>
<td>Library</td>
<td>your place</td>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
</tr>
<tr>
<td>4-5</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>Nap/</td>
<td>Nap/</td>
<td>Nap/</td>
<td>Nap/</td>
<td>Study</td>
<td>Watch TV</td>
</tr>
<tr>
<td>6-7</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7-8</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Internet/</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Internet/</td>
<td>Shopping</td>
<td>Hang out</td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Watch TV</td>
<td>Video</td>
<td>Internet</td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Sleep</td>
<td>Sleep</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Study Hours**: 26

---

### 12 Credit Hour Test Week Study Schedule
With 42 hours of Studying per Week

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>Wake-up/</td>
<td>Wake-up</td>
<td>Wake-up</td>
<td>Shower</td>
<td>Shower</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Class 1</td>
<td>Class 1</td>
<td>Class 1</td>
<td>Class 1</td>
<td>Class 1</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Read/</td>
<td>Read/</td>
<td>Class 4</td>
<td>Call Mom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Class 2</td>
<td>Class 5</td>
<td>Class 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Class 3</td>
<td>Class 3</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12-1</td>
<td>Lunch</td>
<td>Study</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1-2</td>
<td>Study in</td>
<td>Study in</td>
<td>Clean</td>
<td>Free time</td>
<td>Study</td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>Library</td>
<td>Library</td>
<td>your place</td>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
<td>Work out</td>
</tr>
<tr>
<td>4-5</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td>Shower</td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Video Game</td>
<td>Watch TV</td>
</tr>
<tr>
<td>6-7</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>7-8</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td>Internet/</td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td>Call Mom</td>
<td>Study</td>
<td>Study</td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>Study</td>
<td>Study</td>
<td>Study</td>
<td></td>
<td>Free Time</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>Internet/</td>
<td>Internet</td>
<td>Internet</td>
<td></td>
<td>Phone</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>Internet</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Study Hours**: 57
FIVE DAY STUDY PLAN

KEYS TO THE FIVE DAY PLAN:

1. PLAN AHEAD: Look at your calendar and planner to determine the most opportune days to enact your study plan.
2. Space out your learning over a period of 5 days.
3. Divide material so you can work on it in chunks.
4. Each day, prepare a new chapter or chunk of information and then review previous material.
5. Use active learning strategies (writing, reciting, flash cards, etc.) to study material.
6. Use self-testing techniques to monitor your learning.
7. Meet with classmates to prepare and test each other on the material.

Start Early: More than any other technique, the key to performing well on exams is starting early and using short, frequent study sessions. The human brain learns better through repetition over time versus short term memorization. For example, you will perform better on an exam if you spend one hour studying each day for 20 days than if you spend 10 hours studying each day for two days before an exam.

On Cramming: Although it isn’t recommended, if you find yourself trying to cram test material, try to focus on remembering the information you do know rather than trying to teach yourself new information. You will typically not remember what you tried to learn the night before the exam anyway, so it is best to make sure you REALLY know some part of the information for the test. If you do have a few days, try to spread the studying out so you are not doing it all in one night.

HOW TO MAKE A FIVE DAY PLAN:

1. Break the material into chunks. If it can be divided by chapter, do that. If not, make up your own chunks based on the structure of the material.
2. Plan to spend about two hours studying on each of the five days.
3. You work on the material in two ways: Prepare, and then review.

Example:

<table>
<thead>
<tr>
<th>Day</th>
<th>1st Chunk</th>
<th>2nd Chunk</th>
<th>3rd Chunk</th>
<th>4th Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues</td>
<td>Prepare 2 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>Review 30 mins</td>
<td>Prepare 2 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs</td>
<td>Review 15 mins</td>
<td>Review 30 mins</td>
<td>Prepare 1 ½ hrs</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>Review 10 mins</td>
<td>Review 15 mins</td>
<td>Review 30 mins</td>
<td>Prepare 1 hr</td>
</tr>
<tr>
<td>Sat</td>
<td>Review 10 mins</td>
<td>Review 10 mins</td>
<td>Review 20 mins</td>
<td>Review 30 mins</td>
</tr>
</tbody>
</table>
STUDY STRATEGIES

Preparation Strategies

- Develop study sheets
- Develop concept maps
- Make word cards
- Make question cards
- Make formula cards
- Make problem cards
- Make self-tests
- Do study guides
- Re-mark text material
- Define 20 topics that may be on the exam
- Do problems
- Outline material
- Summarize material
- Chart related material
- List steps in the process
- Predict essay questions
- Plan essay answers
- Write essay answers
- Answer questions at the end of the chapter
- Prepare material for study group

Review Strategies

- Recite study sheets
- Replicate concept maps
- Recite word cards
- Recite question cards
- Practice writing formulas
- Work problems
- Take self-tests
- Practice study guide info out loud
- Take notes on re-marked text
- Recite the 20 topics that may be on exam
- Do “missed” problems
- Recite main points from outline
- Recite notes from recall cues
- Re-create chart from memory
- Recite steps from memory
- Answer essay questions
- Practice reciting main points
- Write essay answers from memory
- Recite answers
- Explain material to group members or study partners

EXAMPLE OF A STUDY PLAN DAY

Prepare Calculus I, chapter 2

1. Review notes from reading. Reread highlighted features.
2. Make cards for Differentiability and Continuity.
3. Make study cards for reasons for understanding the relationship between differentiability and continuity.
4. Make a definition sheet.
5. Do all the examples and problems assigned.
6. Review study guide.

Review Calculus I, chapter 1

1. Go over cards for functions.
2. Self-test on definitions.
3. Review all examples and problems assigned
4. Review study guide.
MATH STUDY SKILLS

Active Study vs. Passive Study
Be actively involved in managing the learning process, mathematics and your study time:

- Take responsibility for studying, recognizing what you do and don't know, and knowing how to get your Instructor to help you with what you don't know.
- Attend class every day and take complete notes. Instructors formulate test questions based on material and examples covered in class as well as on those in the text.
- Be an active participant in the classroom. Get ahead in the book; try to work some of the problems before they are covered in class. Anticipate the Instructor's next step.
- Ask questions in class! There are usually other students wanting to know the answers to the same questions you have.
- Go to office hours and ask questions. The Instructor will be pleased to see that you are interested, and you will be actively helping yourself.
- Good study habits throughout the semester make it easier to study for tests.

Studying Math is Different from Studying Other Subjects
- Math is learned by doing problems. Do the homework. The problems help you learn the formulas and techniques, as well as improve your problem-solving prowess.
- A word of warning: Each class builds on the previous ones, all semester long. You must keep up with the Instructor: attend class, read the text and do homework every day. Falling a day behind puts you at a disadvantage. Falling a week behind puts you in deep trouble.
- A word of encouragement: Each class builds on the previous ones, all semester long. You're always reviewing previous material as you do new material. Identifying and learning the key concepts means you don't have to memorize as much.

College Math is Different from High School Math
A college math class meets less often and covers material at about twice the pace that a High School course does. You are expected to absorb new material much more quickly. Tests are probably spaced farther apart and so cover more material than before. The Instructor may not even check your homework.

- Take responsibility for keeping up with the homework. Make sure you find out how to do it.
- You probably need to spend more time studying per week - you do more of the learning outside of class than in high school.
- Tests may seem harder just because they cover more material.

Study Time
You may know a rule of thumb about math (and other) classes: at least 2 hours of study time per class hour. But this may not be enough!
- Take as much time as you need to do the homework and completely understand the material.
Form a study group. Meet once or twice a week, and call each other, to go over the problems. Either someone else in the group will help you, or you will discover you're all stuck on the same problems. Then it's time to get help from your instructor.

The more challenging the material, the more time you should spend on it.

PROBLEM SOLVING

Problem Solving (Homework and Tests)

- The higher the math class, the more types of problems: in earlier classes, problems often required just one step to find a solution. Increasingly, you will tackle problems which require several steps to solve them. Break these problems down into smaller pieces and solve each piece - divide and conquer!

- Problem types:
  1. Problems testing memorization ("drill"),
  2. Problems testing skills ("drill"),
  3. Problems requiring application of skills to familiar situations ("template" problems),
  4. Problems requiring application of skills to unfamiliar situations (you develop a strategy for a new problem type),
  5. Problems requiring that you extend the skills or theory you know before applying them to an unfamiliar situation.

In early courses, you solved problems of types 1, 2 and 3. By College Algebra you expect to do mostly problems of types 2 and 3 and sometimes of type 4. Later courses expect you to tackle more and more problems of types 3 and 4, and (eventually) of type 5. Each problem of types 4 or 5 usually requires you to use a multi-step approach, and may involve several different math skills and techniques.

- When you work problems on homework, write out complete solutions, as if you were taking a test. Don't just scratch out a few lines and check the answer in the back of the book. If your answer is not right, rework the problem; don't just do some mental gymnastics to convince yourself that you could get the right answer. If you can't get the answer, get help.

- The practice from doing homework and reviewing will make test problems easier to tackle.

Tips on Problem Solving

- Apply Pólya's four-step process:
  1. The first and most important step in solving a problem is to understand the problem, that is, identify exactly which quantity the problem is asking you to find or solve for (make sure you read the whole problem).
  2. Next you need to devise a plan, that is, identify which skills and techniques you have learned can be applied to solve the problem at hand.
  3. Carry out the plan.
  4. Look back: Does the answer seem reasonable? Review the problem and method of solution so that you will be able to more easily recognize and solve a similar problem.

- Other strategies: use one or more variables, complete a table, consider a special case, look for a pattern, guess and test, draw a picture or diagram, make a list, solve a simpler related problem, work backward, solve an equation, look for a formula, use coordinates.
"Word" Problems are Really "Applied" Problems

The term "word problem" has only negative connotations. It's better to think of them as "applied problems". These problems should be the most interesting ones to solve. Sometimes the "applied" problems don't appear very realistic, but that's usually because the corresponding real applied problems are too hard or complicated to solve at your current level. But at least you get an idea of how the math you are learning can help solve actual real-world problems.

Solving an Applied Problem

- First convert the problem into mathematics. This step is (usually) the most challenging part of an applied problem. If possible, start by drawing a picture. Label it with all the quantities mentioned in the problem. If a quantity in the problem is not a fixed number, name it by a variable. Identify the goal of the problem. Then complete the conversion of the problem into math, i.e., find equations which describe relationships among the variables, and describe the goal of the problem mathematically.

- Solve the math problem you have generated, using whatever skills and techniques you need (refer to the four-step process above).

- As a final step, you should convert the answer of your math problem back into words, so that you have now solved the original applied problem.

STUDYING FOR A MATH TEST

Everyday Studying is a Big Part of Test Preparation

Do the homework when it is assigned. You cannot cram 3 or 4 weeks' worth of learning into a couple of days of study.

On tests you have to solve problems; homework problems are the only way to get practice. As you do homework, make lists of formulas and techniques to use later when you study for tests.

Ask your Instructor questions as they arise; don't wait until the day or two before a test. The questions you ask right before a test should be to clear up minor details.

Studying for a Test

* Start by going over each section, reviewing your notes and checking that you can still do the homework problems (work the problems again). Use the worked examples in the text and notes - cover up the solutions and work the problems yourself. Check your work against the solutions given.

* You're not ready yet! In the book, problems appear at the end of the section in which you learned how do to that problem; on a test, the problems from different sections are together.

- Step back and ask yourself what kind of problems you have learned how to solve, what techniques of solution you have learned, and how to tell which techniques go with which problems.
- Try to explain out loud, in your own words, how each solution strategy is used (e.g. how to solve a quadratic equation). If you get confused during a test, you can mentally return to your verbal "capsule instructions". Check your verbal explanations with a friend during a study session (it's more fun than talking to yourself!).
- Put yourself in a test-like situation: work problems from review sections at the end of chapters, and work old tests if you can find some. It's important to keep working problems the whole time you're studying.

**TAKING A MATH TEST**

**Taking a Test**
- First look over the entire test. Try to identify those problems you definitely know how to do right away, and those you expect to have to think about.
- Do the problems in the order that suits you! Start with the problems that you know for sure you can do. This builds confidence and means you don't miss any sure points just because you run out of time. Then try the problems you think you can figure out; then finally try the ones you are least sure about.
- **Time** is of the essence - work as quickly and continuously as you can while still writing legibly and showing all your work. If you get stuck on a problem, move on to another one - you can come back later.
- **Work by the clock.** On a 50 minute, 100 point test, you have about 5 minutes for a 10 point question. Starting with easy questions will put you ahead of the clock. When you work on a harder problem, spend the allotted time (e.g., 5 minutes) on that question, and if you have not almost finished it, go on to another problem. Do not spend 20 minutes on a problem which will yield few or no points when there are other problems still to try.
- **Show all your work:** make it as easy as possible for the Instructor to see how much you do know. Try to write a well-reasoned solution. If your answer is incorrect, the instructor will assign partial credit based on the work you show.
- **Never** waste time erasing! Draw a line through the work you want ignored and move on. Not only does erasing waste precious time, but you may discover later that you erased something useful (and/or maybe worth partial credit if you cannot complete the problem). You usually can put your answer on another sheet of paper to avoid needing to erase.
- In a multiple-step problem **outline** the steps before actually working the problem.
- **Don't** give up on a several-part problem if you can't do the first part. Attempt the other part(s) - if the actual solution depends on the first part, explain how you would do it.
- Make sure you read the questions carefully, and do all parts of each problem.
- **Verify** your answers - does each answer make sense given the context of the problem?
- If you finish early, check every problem (that means rework everything from scratch).

**GETTING ASSISTANCE**

**When**
Get help as soon as you need it. Don't wait until a test is near. New material builds on previous sections, so anything you don't understand now will make future material difficult to understand.

**Use the Resources You Have Available**
- Ask questions in class. You get help and stay actively involved in the class.
- Visit the instructor's office hours. Instructors like to see students who want to help themselves.
• Ask friends, members of your study group, or anyone else who can help. The classmate who explains something to you learns just as much as you do, for he/she must think carefully about how to explain the particular concept or solution in a clear way. So don't be reluctant to ask a classmate.

• Go to the Math Help Sessions or other tutoring sessions on campus.

• Find a private tutor if you can't get enough help from other sources.

• All students need help at some point, so be sure to get the help you need.

**Asking Questions**
Don't be afraid to ask questions. Any question is better than no question at all (at least your instructor/tutor will know you are confused), but a good question will allow your helper to quickly identify exactly what you don't understand.

• Not too helpful comment: "I don't understand this section." The best you can expect in reply to such a remark is a brief review of the section, and this will likely overlook the particular thing(s) which you don't understand.

• Good comment: "I don't understand why f(x + h) doesn't equal f(x) + f(h)." This is a very specific remark that will get a very specific response and hopefully clear up your difficulty.

• Good question: "How can you tell the difference between the equation of a circle and the equation of a line?"

• Okay question: "How do you do #17?"

• Better question: "Can you show me how to set up #17?" (the instructor can let you try to finish the problem on your own), or "This is how I tried to do #17. What went wrong?" The focus of attention is on your thought process.

• Right after you get help with a problem, work another similar problem by yourself.

**You Control the Help You Get**
Helpers should be coaches, not crutches. They should encourage you, give you hints as you need them, and sometimes show you how to do problems. But they should not, nor should they be expected to do the work you for you. They can help you figure out how to learn math for yourself.

• When you go to office hours, your study group, or a tutor, have a specific list of questions prepared in advance. You should run the session as much as possible.

• Do not allow yourself to become dependent on a tutor. The tutor cannot take the exams for you. You must take care to be the one in control of tutoring session.

• You must recognize that sometimes you do need some coaching to help you through, and it is up to you to seek out that coaching.
Career Services designed the following checklist to help you prepare for a career after graduation. This checklist represents a recommended pathway that the “typical” student might follow. Please keep in mind that situations vary from individual to individual. Career Services encourages students to begin this process as a freshman, although you may begin at any point. Visit our website at http://careers.slu.edu for additional information.

**FRESHMAN YEAR**
- Register in *Handshake* to view potential employment opportunities including on-campus jobs
- Obtain employment on/off campus either part-time or work study, if possible with your academic load
- Schedule an appointment with a Career Services Career Development Specialist to discuss available services and how you can utilize them
- Join or research campus organizations, both social and professional
- Get involved with engineering/aviation related organizations/activities
- Find an upperclassman student mentor in your major
- Investigate engineering/aviation conferences and competitions
- Work with your Academic Advisor to create an academic timeline that will accommodate an internship or co-op experience
- Begin to create a resume. Career Services can get you started.
- Attend presentations by professionals within the industry
- Conduct information interviews and/or job shadow with professionals in the field so you can learn about the reality of the field

**SOPHOMORE YEAR**
- Look in *Handshake* to view potential internships/co-ops and on-campus recruiting opportunities
- Make an appointment with a Career Development Specialist to discuss career paths and opportunities
- Join student, professional, and/or Greek organizations; participate in on-campus events and activities
- Get involved with Parks College’s related organizations/activities
- Investigate engineering related professional associations to join
- Attend Parks College’s speaker events
- Search for a part-time job or internships/co-ops related to your field of interest
- Attend a job search workshop to learn skills and tactics related to the internship and co-op search
- Research information related to specific types of jobs in your field of interest
- Attend career fairs to begin networking and obtaining contacts
- Ask your instructors, advisor, faculty mentor or department chair about undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation
- Update your resume with your latest work experiences
- Start looking at the networking tool, LinkedIn
JUNIOR YEAR
- Look for undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation
- Co-publish an article with a faculty member
- Attend Parks College’s speaker events
- Network with engineering related professional associations to meet potential employers
- Get involved with Parks College’s related organizations/activities
- Update your resume and upload it in Handshake
- Attend campus career fairs to connect with employers or graduate schools
- Research graduate programs and complete graduate/professional school application if you are planning on attending graduate school
- Apply and participate in co-op/internship/service learning opportunities
- Network and take part in informational interviews
- Job shadow to learn more about a career of interest
- Schedule a mock interview with Career Services to practice your interviewing skills
- Research jobs and companies matching your interests, abilities, and values
- Investigate what employers look for in employees in your chosen career field. Career Services can help get you started.

SENIOR YEAR
- Schedule an appointment with a Career Development Specialist to create a job search plan
- Look for undergraduate research opportunities with faculty
- Attend conferences and competitions related to engineering/aviation.
- Co-publish an article with a faculty member
- Attend Parks College’s speaker events
- Network with engineering/aviation related professional associations to meet potential internship sponsors
- Get involved with Parks College’s related organizations/activities
- Revise, update, and have a Career Services professional review your resume
- Develop unique cover letters specific to each job with the help of Career Services
- Register in Handshake; participate in On-Campus Recruiting and/or Resume Collection process
- Schedule a mock interview to practice and fine tune your interviewing skills
- Attend career fairs to network with employers from industries of interest
- Attend special events geared toward seniors
- Complete the Graduate Survey
Looking to get involved? Parks College has over 19 student organizations which allow you to connect with fellow students and serve the community! Get to know each organization at the Parks Fair - Check your SLU email for the event announcement held in early September, and again, in mid-January!

- Aero Society of Automotive Engineers (ASAE)
- Air Force ROTC Detachment 207
- Alpha Eta Rho
- American Institutes of Aeronautics and Astronautics (AIAA)
- American Society of Civil Engineers (ASCE)
- American Society of Mechanical Engineers (ASME)
- Association of Parks College Students (APCS)
- Biomedical Engineering Society (BMES)
- Engineers Without Borders (EWB)
- Flying Billikens
- Institute of Electrical and Electronics Engineers (IEEE)
- Parks Guard Rifle Drill Team
- Parks Racing (FSAE)
- Rocketry Club (SLU Rocketry)
- Society of Physics Students
- Society of Women Engineers (SWE)
- Students for the Exploration & Development of Space (SEDS)
- Tau Beta Pi (TBP)
- Women in Aviation (WIA)

*For more information about Parks student organizations, visit [http://parks.slu.edu/current-students/student-organizations](http://parks.slu.edu/current-students/student-organizations)*
Career Services
Career counseling is a process that allows you to explore, discover and connect to career or major options through collaborative one-on-one meetings with a Career Development Specialist. These meetings will help you clarify your career or major path, identify career goals and provide support and guidance through the career decision-making and/or job search process.
Hours: Monday-Friday, 8:30 AM - 5:00 PM   Phone: (314) 977-2828

Retention & Academic Success
Retention & Academic Success empowers students to establish and achieve goals as they navigate transitions and progress towards graduation. Academic Coaching is an individualized approach toward student success geared towards sophomores, juniors, and seniors. Student Success Coaching strives support students who are encountering challenges in their first year at SLU.
Location: Busch Student Center, Suite 356
Hours: Monday- Friday  8:30 AM – 5:00 PM        Phone: (314) 977-3484

Math Help Sessions
Help in Math Classes from Elementary Algebra to Calculus III
Location: Ritter Hall 28
Hours: Monday- Friday 10:00 AM – 12:00 PM and 1:00 PM – 3:00 PM

Tutoring Services
Tutoring & Supplemental Instruction Services provides students with one-to-one tutoring in mathematics, history, biology, psychology, philosophy and other disciplines. Upperclass and graduate students are trained as peer tutors and work by appointment with students.
Locations: Busch Student Center 331 & 113, Griesedieck Residence Complex
Hours: Monday-Thursday 9am - 9pm, Sundays 5pm - 9pm
Make an appointment using SLU appointments in the Tools page of your mySLU account.

Writing Center
Staffed by friendly, experienced consultants, the Writing Center helps SLU students with all writing, oral presentation and multimedia projects. Make an appointment using SLU appointments in the Tools page of your mySLU account.

Disabilities Services
SLU is committed to providing equal educational access for all of its students by ensuring that students with documented clinical or medical disabilities receive reasonable accommodations that support effective participation in all aspects of the educational experience. To begin the process or get more information please contact Disabilities Services or visit their website: http://slu.edu/x24491.xml   Phone: (314) 977-8885

Online Study Skills Workshops & Resources
You will find online help for topics such as: Tips for Study Day, How to Succeed on Science Exams, Test Anxiety, Goal Setting, Essay Exam Preparation, Objective Exam Preparation, Meeting with Your Professor, Emailing Your Professor, GPA Calculator, Reading Comprehension and Retention, Note-Taking, and Study Groups.
http://www.slu.edu/x35167.xml

University Counseling Center
(314) 977-8255
Wuller Hall, 2nd Floor
Monday-Friday, 8:00 a.m.-5:00 p.m.

There is a Counselor-On-Call 24/7. Some counselors hold evening hours in the student housing complexes – call for details. Counselors offer individual, couples and group counseling to students, using a short-term therapy model.

Counselors can help with a variety of issues affecting a student’s life, such as:

- Relationship issues with family, friends and roommates
- Self-acceptance
- Coping with loneliness, sadness, or anger
- Alcohol, drug or eating related issues
- Family stress, such as divorce
- Traumas-raped, physical or sexual abuse
- Adjustment to college life
- Procrastination
OTHER IMPORTANT RESOURCES

Important Websites

SAINT LOUIS UNIVERSITY
http://slu.edu

CAREER SERVICES
http://careers.slu.edu

SLU CONNECTION
http://www.sluconnection.com

COMMENCEMENT
http://commencement.slu.edu

PARKS COLLEGE
http://parks.slu.edu

JESUIT MISSION
http://jesuitmission.slu.edu

REGISTRAR
http://Registrar.slu.edu

STUDENT RESPONSIBILITY AND
COMMUNITY STANDARDS
http://conduct.slu.edu

Office of the Registrar

The Office of the Registrar website will be your primary resource for SLU academic policies and procedures. You will also find instructions for using Banner on this website. The Registrar is responsible for registration, the schedule of classes, maintenance of academic records and transcripts, enrollment verifications, graduation, online undergraduate catalog and the academic calendar.

One Grand Blvd
DuBourg Hall Room 22
St. Louis, MO 63103

Monday - Friday 8:30 a.m. – 5:00 p.m.

General Information  (314) 977-2269
Degree Verification  (703) 742-4200
or www.degreeverify.com
Graduation  (314) 977-2258
Transcripts  (314) 977-2269
VA Certifications  (314) 977-2259
Fax  (314) 977-3447

University Academic Catalog

The catalog can be found in electronic format on the Registrar’s website. It contains university and college/school academic policies; registration and withdrawal information; probation and dismissal requirements, Dean’s List and Honors requirements, as well as an outline of degree requirements for every program at SLU.

Student Financial Services

Student Financial Services includes financial aid, student loans, scholarships, work study, and billing.

Office of Financial Services
DuBourg Hall, Room 121
221 North Grand Boulevard
St. Louis, Missouri 63103-2907
Email: SFS@slu.edu
Phone: (314) 977-2350 or 1-800-SLU-FOR-U

Office Hours
Monday - 8:30 a.m. - 5:00 p.m.
Tuesday - 8:30 a.m. - 5:00 p.m.
Wednesday - 8:30 a.m. - 5:00 p.m.
Thursday - 8:30 a.m. - 5:00 p.m.
Friday - 8:30 a.m. - 5:00 p.m.
Study Abroad Office

Students typically go abroad Sophomore or Junior year and will apply one semester before they wish to go abroad (Transfer students must spend at least one semester at the Saint Louis Campus before applying to go abroad).

Office of International Services, Study Abroad
Des Peres Hall, Room 102
3694 West Pine Mall
St. Louis, MO 63108
Phone: (314) 977-2318
E-mail: GoAbroad@slu.edu

Military Resources

A comprehensive list of Veterans benefits can be found on the United States Department of Veterans Affairs website. At Saint Louis University, the Office of the University Registrar acts as a liaison between SLU veterans and the VA. For more information on accessing your benefits at SLU, view the Veterans Benefits page.

VA Central Area Office
Robert A. Young Federal Building
1222 Spruce St., Suite 3309
St. Louis, MO 63103
800-827-1000

SLU Registrar Coord./VA Certifying Official
Jennifer Matteson
Office of the University Registrar
Saint Louis University
DuBourg Hall 22
221 N. Grand Blvd.
Saint Louis, MO 63103
(314) 977-2259
jmattes2@slu.edu

SLU General Inquiries
Michael Bamber
Program Director
(314) 977-3425
mbamber1@slu.edu

Pregnant & Parenting Student Assistance

Saint Louis University is committed to supporting pregnant and parenting students. Regardless of the student’s situation - married or single, individual or multiple children, alone or with support - Saint Louis University is here to help and provide multiple resources.

Student Support and Parent & Family Programs
Busch Student Center, Suite 313
20 N. Grand Blvd
St. Louis, MO 63103
(314) 977-9378
# PARKS COLLEGE OF ENGINEERING, AVIATION AND TECHNOLOGY

**Saint Louis University, McDonnell Douglas Hall**

3450 Lindell Blvd., St. Louis, MO  63103

## Aerospace & Mechanical Engineering

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering (AE)</td>
<td>MDH 1017</td>
<td>Kay Bopp</td>
<td>Dr. Sridhar Condoor</td>
</tr>
<tr>
<td>Mechanical Engineering (ME)</td>
<td>(314) 977-8240</td>
<td>(314) 977-8240</td>
<td>(314) 977-8444</td>
</tr>
<tr>
<td></td>
<td>FAX (314) 977-8403</td>
<td><a href="mailto:boppsk@slu.edu">boppsk@slu.edu</a></td>
<td><a href="mailto:condoor@slu.edu">condoor@slu.edu</a></td>
</tr>
</tbody>
</table>

## Aviation Science

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Interim Dept. Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flight Science (FSCI)</td>
<td>MDH 1025</td>
<td>Vickey Pettiford</td>
<td>Prof. Stephen Magoc</td>
</tr>
<tr>
<td>Aviation Management (AGMT)</td>
<td>(314) 977-8251</td>
<td>(314) 977-8207</td>
<td>(314) 977-8414</td>
</tr>
<tr>
<td></td>
<td>FAX (314) 977-8388</td>
<td><a href="mailto:pettiford@slu.edu">pettiford@slu.edu</a></td>
<td><a href="mailto:majocsg@slu.edu">majocsg@slu.edu</a></td>
</tr>
</tbody>
</table>

## Biomedical Engineering

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering (BME)</td>
<td>BME Bldg.</td>
<td>Steven Brooks</td>
<td>Dr. Michelle Sabick</td>
</tr>
<tr>
<td>Interdisciplinary Engineering (IDE)</td>
<td>(314) 977-8292</td>
<td>(314) 977-8292</td>
<td>(314) 977-8282</td>
</tr>
<tr>
<td></td>
<td>FAX (314) 977-8288</td>
<td><a href="mailto:stevenbrooks@slu.edu">stevenbrooks@slu.edu</a></td>
<td><a href="mailto:sabickmb@slu.edu">sabickmb@slu.edu</a></td>
</tr>
</tbody>
</table>

## Civil Engineering

<table>
<thead>
<tr>
<th>Major:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering (CVNG)</td>
<td>MDH 1033</td>
<td>Vickey Pettiford</td>
<td>Dr. Ronaldo Luna</td>
</tr>
<tr>
<td></td>
<td>(314) 977-8207</td>
<td>(314) 977-8207</td>
<td>(314) 977-8372</td>
</tr>
<tr>
<td></td>
<td>FAX (314) 977-8388</td>
<td><a href="mailto:pettiford@slu.edu">pettiford@slu.edu</a></td>
<td><a href="mailto:rluna@slu.edu">rluna@slu.edu</a></td>
</tr>
</tbody>
</table>

## Electrical & Computer Engineering

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering (EE)</td>
<td>MDH 1017</td>
<td>Linda Waltheres</td>
<td>Dr. H. S. Mallikarjuna</td>
</tr>
<tr>
<td>Computer Engineering (CE)</td>
<td>(314) 977-8300</td>
<td>(314) 977-8300</td>
<td>(314) 977-8356</td>
</tr>
<tr>
<td></td>
<td>FAX (314) 977-8384</td>
<td><a href="mailto:walthereslk@slu.edu">walthereslk@slu.edu</a></td>
<td><a href="mailto:mallikhs@slu.edu">mallikhs@slu.edu</a></td>
</tr>
</tbody>
</table>

## Physics & Engineering Physics

<table>
<thead>
<tr>
<th>Majors:</th>
<th>Main Office</th>
<th>Admin Secretary</th>
<th>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Physics (BSPK PHYS)</td>
<td>Shannon 100</td>
<td>Sam Kern</td>
<td>Dr. William Thacker</td>
</tr>
<tr>
<td>BS Engineering Physics (EPHY)</td>
<td>(314) 977-2525</td>
<td>(314) 977-2525</td>
<td>(314) 977-8422</td>
</tr>
<tr>
<td>BA Physics (Arts &amp; Sciences)</td>
<td>FAX (314) 977-8403</td>
<td><a href="mailto:skern61@slu.edu">skern61@slu.edu</a></td>
<td><a href="mailto:thackerwd@slu.edu">thackerwd@slu.edu</a></td>
</tr>
</tbody>
</table>

## Office of the Dean

<table>
<thead>
<tr>
<th>Main Office</th>
<th>Interim Dean</th>
<th>Associate Dean</th>
<th>Executive Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDH 1002</td>
<td>(314) 977-8231</td>
<td>(314) 977-8283</td>
<td>(314) 977-8266</td>
</tr>
<tr>
<td></td>
<td>(314) 977-8403</td>
<td><a href="mailto:buckners@slu.edu">buckners@slu.edu</a></td>
<td><a href="mailto:foxkc@slu.edu">foxkc@slu.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:ravindrak@slu.edu">ravindrak@slu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>